

Dr. E.W. Coffin School

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Alberta Education Outcomes

- Alberta's students are successful.
- First Nations, Metis, and Inuit students in Alberta are successful.
- Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy.
- Alberta's K-12 education system and workforce are well-managed.

CBE Results Policies

- Results 1: Mission
- Results 2: Academic Success
- Results 3: Citizenship
- Results 4: Personal Development
- Results 5: Character

See the CBE Board of Trustees' [Results Policies](#) for the full and detailed Results statements

CBE 2024-27 Education Plan



Learning Excellence

Strong student achievement for lifelong learning and success

Well-Being

Students and employees thrive in a culture of well-being

Truth & Reconciliation, Diversity and Inclusion

Students and employees experience a sense of belonging and connection

School Development Planning

Introduction

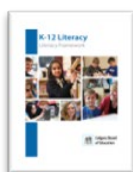
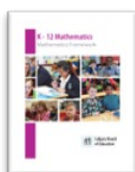
Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In accordance with Alberta Education's Requirements for School Authority Planning and Results Reporting, schools then provide assurance to school communities by communicating student growth and achievement in a school annual results report. This report demonstrates improvement results and next steps and support continuous improvement of the quality and effectiveness of education programs provided to students while also improving student learning and achievement (Funding Manual for School Authorities 2025-26 School Year p. 213).

The School Development Plan is based on results data relative to the goals and outcomes set in the 2024-25 School Development Plan for Year One and the school's Alberta Education Assurance Survey results. A summary of the results can be found in the Data Story section of this report. It includes:

- Celebrations
- Areas for Growth
- Identified Next Steps

For detailed results from the 2024-25 School year, please refer to the 2024-25 School Improvement Results Report on our school website.

<https://drewcoffin.cbe.ab.ca/documents/7170890e-cbbe-443f-a44a-9db037bdc85/School-Improvement-Results-Report.pdf>





School Development Plan – Year 2 of 3

School Goal

Student foundational skills in literacy and mathematics will improve

Outcome:

Teachers and students will actively engage in the assessment best practices through the utilization of a variety of diagnostic, formative, and summative strategies as well as the gathering of a balanced body of evidence

Outcome Measures

- Provincial Numeracy Assessment: Gr. 1-4
- CC3, LeNS, AFRS, and CORE phonics
- Report Card Data – Reading, Writing, and Number
- Grade 6 – Provincial Achievement Test (PAT) – Math Part A, ELAL

Data for Monitoring Progress

- EAL Benchmarks Analytics
- Co-created common assessments
- Grade 4-6 Decision Tree
- UFLI assessments
- Kilpatrick Phonemic Awareness drills

Learning Excellence Actions

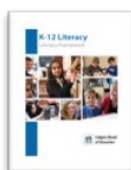
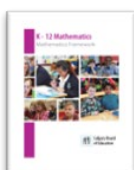
- Build, share, and use exemplars of products in learning tasks
- Utilize diagnostic and summative assessment prior to, and at the end of learning cycles to know where students are starting from in their learning and what progress they have made
- Use a variety of formative assessment strategies to monitor progress and inform next teaching steps
- Explicit instruction using UFLI program to improve phonological awareness and decoding text
- Extensively use the MathUP program to enhance students' ability to think critically to solve math problems and to improve mental math
- Students will be supported by using, and having access to speech-to-text and text-to-speech technology

Well-Being Actions

- Include students in formative assessment feedback loops
- Provide repeated opportunities for students to practice and consolidate literacy and numeracy skills and knowledge during class time
- Use the student assessment results to design tasks for microteaching and small group instruction to address the needs of students at risk in reading and number sense
- Teachers will engage with the Collaborative for Social and Emotional Learning (CASEL) to help students identify their learning strengths and areas for growth
- Ensuring student voice is incorporated into assessment practices

Truth & Reconciliation, Diversity and Inclusion Actions

- Share scaffolded learning intentions using a variety of means
- Empower students to have a voice in learning and assessment
- Consider student identity in task design and assessment
- Promote culturally responsive literacy and math tasks that enable students to make learning visible in a variety of digital and non-digital ways
- Use of EAL benchmarking and assessment for LP1 and LP2 to inform task design





- Documentation panels will be used throughout the school to show the learning process

Professional Learning

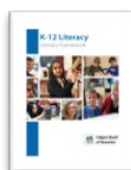
- Targeted Professional Learning and Learning Sprints that incorporate assessment, feedback, high impact strategies, and learning intentions
- MathUP PL by Marian Small focused on number sense performance tasks
- Modelled use of decodable texts at grade and age-appropriate levels
- Work as a staff with Area Strategist on literacy professional development
- Targeted learning on Documentation Panel best practices

Structures and Processes

- Implementation of Learning Sprints in ELAL and Mathematics
- Collaborative grade team planning time for flexible groupings
- Implementation of New Curriculum – participating in CBE K-6 system wide PL to support literacy and mathematics instruction
- Look at staggering literacy and mathematics in teacher schedules to best utilize available supports

Resources

- CBE Assessment and Reporting Guide
- K-6 ELAL and Mathematics scope & sequence
- MathUP - Online Resource
- Google Read and Write Chrome Extension
- IXL
- UFLI
- Book: 50 Strategies for Teaching English Language Learners by Herrell and Jordan





School Development Plan – Year 2 of 3

School Goal:

Students' experience of a welcoming, safe, caring and inclusive learning community will improve

Outcome:

Students will understand, recognize, and appreciate both their own culture, and the cultures of others

Outcome Measures

- Well-Being perception data gathered from CBE Student Survey, OurSCHOOL Survey, and the Alberta Education Assurance Survey

Data for Monitoring Progress

- OurSCHOOL Fall and Spring data
- PowerSchool - Incident Report and Log Entry Data
- Family group discussions, conversations and feedback

Learning Excellence Actions

- A variety of cultures will be represented in task design (stories, literature that represents/celebrates other cultures)
- Plan for explicit instruction of Social Emotional Competencies to support students individually and socially, allowing them to explore the CASEL competencies

Well-Being Actions

- Teachers will explicitly teach the five SEL competencies to increase understanding and personal awareness
- Intentionally use school bulletin boards to create a welcoming and caring environment
- Regular assemblies that promote belonging, inclusion, and community

Truth & Reconciliation, Diversity and Inclusion Actions

- Continue intentional work with Elders and residencies that promote Indigenous knowledge
- We will recognize and celebrate a wide variety of cultures, educating our students about the diversity represented in our school
- Use of scaffolded learning intentions
- Use of strategies in the Indigenous Education Holistic Lifelong Learning Framework

Professional Learning

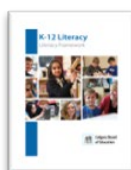
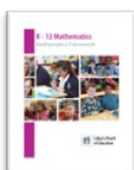
- Staff will complete the online course: "SEL in 60"
- Staff Book Study and Discussions: "Wayi Wah! Indigenous Pedagogies" by Jo Chrona

Structures and Processes

- Collaborative Response
- Regular and equitable access to technology for all classrooms and students
- Develop a strong schoolwide Digital Citizenship Plan that is embedded through the SDP and school
- Implementation of schoolwide and cross grade family groups to facilitate intentional social emotional learning

Resources

- Social Emotional Learning (SEL) for Well-Being Brightspace by D2L Resource
- CASEL Framework
- Diversity and Inclusion D2L
- Companion Guides that accompany CBE Frameworks



School Development Plan – Data Story

Goal One: Student foundational skills in literacy and mathematics will improve

Outcome: Teachers and students will actively engage in the assessment best practices through the utilization of a variety of diagnostic, formative, and summative strategies as well as the gathering of a balanced body of evidence

Celebrations

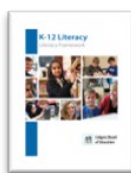
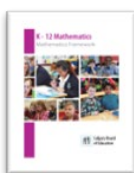
- 83% of students received a “3” or a “4” indicator in the stem: “Understands and applies concepts related to number, patterns, and algebra” on the June 2025 report card. This is up from 74% the previous year.
- 99% of students achieved grade level results in reading on the June 2025 report card, receiving a minimum of a “2” indicator
- Comparing results from the June 2024 to June 2025 report card writing stems, the percentage of students receiving a “4” indicator increased from 17% to 24%

Areas for Growth

- Students could be more engaged in the books they are reading. Only 64% felt that they have the opportunity to read interesting books
- Student engagement in mathematics has room to improve. 67% of students reported that the math they are learning at school is interesting to them
- As part of the assessment process during writing tasks, we need to give students more opportunities to receive feedback. Only 33% of students reported that they have the opportunity to receive feedback from others to improve their writing

Next Steps

- Increase student engagement and choice by integrating high-interest, age-appropriate texts that foster curiosity and are representative of student diversity
- Ensure that students have richer opportunities to explore and solve real world mathematical problems
- Increase opportunities for students to receive feedback on writing from others as part of formative and summative assessment practices



Goal Two: Students' experience of a welcoming, safe, caring and inclusive learning community will improve

Outcome: Students will understand, recognize, and appreciate both their own culture, and the cultures of others

Celebrations

- Most key measures related to our well-being goal improved compared to the previous year, particularly those corresponding to belonging and relationships
- 98% of students reported that they think that it is important to help other students when they need it
- 98% of students reported that they have positive relationships with friends and family
- Comparing 2024 and 2025, we saw an increase from 75% to 84% of students who felt that they can see their culture reflected at Dr. E.W. Coffin School

Areas for Growth

- Only 68% of students reported that their teachers checked in with them about their well-being. There is room to be more intentional with regards to this.
- Although 81% of students felt that they were safe from bullying at school, there is room to improve the 19% that don't agree with this
- We can look to improve our student support processes. 71% felt that they can get help with problems that are not about schoolwork
- There was a 19% year over year decrease in the number of students who feel that racism and discrimination is addressed adequately.

Next Steps

- Ensure that intentional conversations and teaching about well-being and interpersonal relationships take place within our Family Group structure
- Plan a Learning Sprint for teachers that targets emotional well-being growth and relationship problem solving skill development
- Use the CBE Indigenous Education Lifelong Learning Framework to allow staff and students to reflect on well-being and relationships
- Actively address the concerns about addressing discrimination/racism

